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induction, mathematics, and deduction in the sciences of nature. The main body of the book is an exposition of the system of sciences which falls into the following order: Arithmetic, algebra, geometry, mechanics, including cinematics and dynamics, cosmology, biology, psychology and sociology, including æsthetics and morals. Other sciences are sub-sections of these.

*L'illusion de Fausse Reconnaissance*, by E. BERNARD-LEROY. Paris, 1898. pp. 249.

The author sent out a long questionnaire to educated people requesting accounts of striking experience of having been in a new place. Of his returns he selects and prints in full 86, which make the last 150 pages of his book, the first being devoted to discussions. Rejecting Ribot's theory that there are two successive and perfectly conscious impressions, the first real and the second hallucinatory, he holds recognition to be a unique kind of "intellectual sentiment" associated with re-known phenomena. The manifestations of this sentiment may become almost chronic. It is not necessary to assume a difference between sensation and perception, or between impersonal impressions and those where the subject is conscious.

*Classified Reading*, by ISABEL LAWRENCE. Published by the author, St. Cloud, Minn., 1898. pp. 423.

This is a descriptive list of books for school, library and home. Pedagogy, child study, geography, history, English, and miscellaneous, the latter including manual training, drawing, physical culture and music, are the chief topics. There are wide margins for additional literature. It is easy to find fault with every such book both for what it includes and excludes, but on the whole this can be most heartily commended to every teacher or student of geography, history or English, as a very valuable companion and helper in their work.

*Ignorance*, by M. R. P. DORMAN. London, 1898. pp. 328.

The author undertakes to study the causes and effects of ignorance in popular thought and to make educational suggestions. No one before has attempted to reduce ignorance to a science. Its effect is traced on art, letters, capital, economy, state, woman, and collective and individual ignorance are distinguished. The author emphasizes unconscious causes and cures. Large ideas in small minds, the retirement of the fittest, new superstitions of ultra idealism, ultra spiritualism, uncritical orthodoxy, the substitution of feeling for the ease with which women conceal ignorance by following custom, the degradation of the pulpit, press, stage, methods of advertisement, etc., are among the causes of ignorance to be contended against.

*The Elements of Physical Education*, by D. LEMOX, M. D., and A. STURROCK. Blackwood, London, 1898. pp. 241.

This is a teacher's manual copiously illustrated with 147 cuts of children practicing free gymnastics and using ball, wand, dumb-bells; and some 40 pages of new gymnastic music, by H. E. Loseby. The first 67 pages are taken up with very elementary anatomy and physiology. It is a practical and interesting book.

*A Course of Practical Lessons in Hand and Eye Training for Students, 1-4*, by A. W. BEVIS. London, 1898.

These are four handbooks of some 150 pages each, illustrating a new course of work adopted by the Birmingham English School Board, and are full of new and suggestive work.